

**Teacher: Core Band Grade 6**

**Year: 2008-2009**

**Course: Band Grade 6**

<b>Exercises 1-19</b>		
<b>Content</b>	<b>Skills</b>	<b>Standards</b>
Review of: Key Signatures Whole, Half, Quarter, and Eighth Notes and Rests Slurs Ties Tempo Markings Dynamics Repeats Pick-Up Notes Multiple Rests Enharmonic	Demonstrate knowledge of: Key Signatures Whole, Half, Quarter, and Eighth Notes and Rests Slurs Ties Tempo Markings Dynamics Repeats Pick-Up Notes Multiple Rests Enharmonic	1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.  1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature  1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed  1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements  3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures  3.1.B ~ read at sight simple melodies in treble and/or bass clefs  3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
<b>Exercises 20-40</b>		
<b>Content</b>	<b>Skills</b>	<b>Standards</b>
Tone	Demonstrate knowledge of:	1.2.A ~ perform on at least one instrument accurately and

Flexibility	Tone	<p>independently with proper instrumental technique.</p> <p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p>
Ritardando	Flexibility	
Dynamics	Ritardando	
Cut Time	Dynamics	
New Notes	Cut Time	
	New Notes	

<b>Concert Prep</b>		
<b>Content</b>	<b>Skills</b>	<b>Standards</b>
Music for Christmas concert in December	Prepare music for upcoming Christmas concert in December.	<p>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</p> <p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.2.D ~ perform with expression and technical accuracy a varied</p>

		<p>repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p>
--	--	--

### Exercises 41-60

Content	Skills	Standards
Accents	Demonstrate knowledge of:	1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.
Ties	Accents	1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature
New key signatures	Ties	1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed
New notes	New key signatures	1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements
Cut time syncopation	New notes	3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
Sight reading	Cut time syncopation	3.1.B ~ read at sight simple melodies in treble and/or bass clefs
Sixteenth notes	Sight reading	3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
Trap-set	Sixteenth notes	
Full band arrangements	Trap-set	
	Full band arrangements	

### Concert

Content	Skills	Standards
Music in a concert setting	Perform music in a concert setting	<p>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</p> <p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>4.2.A ~ develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>4.2.B ~ evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p>
<b>Exercises 61-80</b>		

Content	Skills	Standards
Band arrangements Sixteenth/eighth note combinations New notes New key signatures Rallentando.	Demonstrate knowledge of:  Band arrangements  Sixteenth/eighth note combinations  New notes  New key signatures  Rallentando.	1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.  1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature  1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed  1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements  3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures  3.1.B ~ read at sight simple melodies in treble and/or bass clefs  3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression  3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others  3.1.F ~ sight-read music which contains changes of tempo, key and meter

### Exercises 81-100

Content	Skills	Standards
Dotted eighth note rhythms	Demonstrate knowledge of:	1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.

Tone builders	Dotted eighth note rhythms	<p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</p>
Flexibility	Tone builders	
Enharmonic	Flexibility	
New notes	Enharmonic	
Arranging	New notes Arranging	

### Scales

Content	Skills	Standards
Bb and F concert scales	Perform the Bb and F concert scales	1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.

### Contest Prep

Content	Skills	Standards
---------	--------	-----------

Solo or ensemble piece for contest	Prepare and perform a solo or ensemble piece for contest	<p>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</p> <p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</p>
------------------------------------	--	---

### Scales

Content	Skills	Standards
Eb and Ab major scales	Perform the Eb and Ab major scales	

### Exercises 121-140

Content	Skills	Standards
New notes Dotted quarter notes Cut time rolls D.S. al Fine Tempo markings	Demonstrate knowledge of: New notes Dotted quarter notes Cut time rolls D.S. al Fine	<p>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</p> <p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p>

Measure repeat	Tempo markings  Measure repeat	<p>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</p> <p>4.1.C ~ Demonstrate understanding of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</p> <p>4.2.A ~ develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>4.2.B ~ evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p>
----------------	--------------------------------------	--

**Prep**

Content	Skills	Standards
Music for the concert in May	Prepare music for the concert in	1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.

	May	<p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</p>
--	-----	--

**Scales**

Content	Skills	Standards
Db and Gb major scales.	Perform Db and Gb major scales	

**Contest**

Content	Skills	Standards
Contest piece for a judge	Perform contest piece for judge	<p>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</p> <p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical</p>

		<p>demands, ranges, and varied interpretive requirements</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</p>
--	--	--

**Exercises 141-160**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
<p>New notes</p> <p>Natural minor scales</p> <p>Harmonic minor scales</p> <p>D.S. al Coda</p>	<p>Demonstrate knowledge of:</p> <p>New notes</p> <p>Natural minor scales</p> <p>Harmonic minor scales</p> <p>D.S. al Coda</p>	<p>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</p> <p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p>

		<p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</p>
--	--	---

### Scales

Content	Skills	Standards
C and G Major Scales	Perform C and G Major Scales	

### Concert

Content	Skills	Standards
Ensemble music for an audience	Perform in an ensemble for an audience	<p>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</p> <p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p>

		<p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</p> <p>3.1.F ~ sight-read music which contains changes of tempo, key and meter</p> <p>4.1.0 ~ Students will listen to, analyze, and describe music.</p> <p>4.1.A ~ describe specific music events in a given aural example, using appropriate terminology</p> <p>4.1.B ~ analyze the uses of elements of music in aural examples representing diverse genres and cultures</p> <p>4.1.C ~ Demonstrate understanding of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</p>
--	--	---

**Exercises 161-180**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
Music in the different major keys	Perform music in the different major keys	<p>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</p> <p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p> <p>1.2.C ~ perform music representing diverse genres and cultures. with</p>

		<p>expression appropriate for the work being performed</p> <p>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</p> <p>4.1.0 ~ Students will listen to, analyze, and describe music.</p> <p>4.1.A ~ describe specific music events in a given aural example, using appropriate terminology</p> <p>4.1.B ~ analyze the uses of elements of music in aural examples representing diverse genres and cultures</p> <p>4.1.C ~ Demonstrate understanding of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</p> <p>4.2.A ~ develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>4.2.B ~ evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p>
--	--	--

<b>Scale</b>		
<b>Content</b>	<b>Skills</b>	<b>Standards</b>
D major scale	Perform the D major scale	1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.

**Teacher:** Core Band Grades 7 - 8

**Year:** 2008-2009

**Course:** Band Grade 7 & 8

<b>S E P T E M B E R</b>	<b>Ensemble Participation</b>		
	<b>Content</b>	<b>Skills</b>	<b>Standards</b>
	December concert preparation	Prepare music from a variety of styles for the December concert	<p>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</p> <p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</p>

		<p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</p>
--	--	---

### Scales - Bb and F Major

Content	Skills	Standards
Bb and F major scales.	Demonstrate the Bb and F major scales	

OCTOBER

### Sight reading

Content	Skills	Standards
Sight read music	Sight read music from a variety of styles	<p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.F ~ sight-read music which contains changes of tempo, key and meter</p>

### Scales Eb and Ab Major

Content	Skills	Standards
Eb and Ab major scales.	Demonstrate the Eb and Ab major	

	scales	
--	--------	--

**Scales Db, Gb and C Major**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
Db, Gb, and C major scales.	Demonstrate the Db, Gb, and C major scales	

**Concert**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
Concert in front of an audience	Perform concert material in front of an audience	<p>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</p> <p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics.</p>

NOVEMBER  
DECEMBER

		<p>tempo, articulation, and expression</p> <p>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</p> <p>4.2.A ~ develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>4.2.B ~ evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p>
--	--	---

J  
A  
N  
U  
A  
R  
Y

**Scales D and G Major**

Content	Skills	Standards
D and G major scales	Demonstrate the D and G major scales	

**Ensemble Participation**

Content	Skills	Standards
May concert	Prepare music from a variety of styles for the May concert	<p>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</p> <p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with</p>

		<p>expression appropriate for the work being performed</p> <p>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</p>
--	--	--

FEBRUARY

### Scales D and A Minor

Content	Skills	Standards
D and A minor scales	Demonstrate the D and A minor scales	

### Contest Prep

Content	Skills	Standards
Solo or ensemble piece for contest	Prepare a solo or ensemble piece for contest	<p>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</p> <p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p>

		<p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</p>
--	--	---

M  
A  
R  
C  
H

**Scales C and G Minor**

Content	Skills	Standards
C and G minor scales	Demonstrate the C and G minor scales	

A  
P  
R  
I  
L

**Scales F and Bb Minor**

Content	Skills	Standards
F and Bb minor scales	Demonstrate the F and Bb minor scales	1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.

## Contest

### Content

Solo or ensemble piece in front of a judge

### Skills

Perform solo or ensemble piece in front of a judge

### Standards

- 1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.
- 1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature
- 1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- 1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements
- 3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
- 3.1.B ~ read at sight simple melodies in treble and/or bass clefs
- 3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- 3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others
- 4.1.0 ~ Students will listen to, analyze, and describe music.
- 4.2.A ~ develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing

		4.2.B ~ evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
--	--	--

M A Y	<b>Concert</b>	
	<b>Content</b>	<b>Skills</b>
	<b>Standards</b>	
	Concert in front of an audience	<p>Perform concert material in front of an audience</p> <p>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</p> <p>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</p> <p>4.1.0 ~ Students will listen to, analyze, and describe music.</p>

		<p>4.2.A ~ develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>4.2.B ~ evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p> <p>5.2.A ~ describe distinguishing characteristics of representative music genres and styles from a variety of cultures and ethnic groups</p> <p>5.2.B ~ classify a variety of musical works by genre, style, and culture and explain the characteristics that cause each work to be considered exemplary</p>
--	--	---

### Scales Eb Minor

Content	Skills	Standards
Eb minor scale	Demonstrate the Eb minor scale	